

Central South Consortium (CSC): Business Plan 2020- 2021 Progress Report

January 2021



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1.0 Business Planning Overview 2020/21 Executive Summary

The Business Plan 2020/21 runs from 1 April 2020 to 31 March 2021. The Business Plan 2020-2021 was approved by Joint Committee 15 June 2020. Five Priorities were outlined, closely aligning with Welsh Government's (WG) national approach. Supporting each priority is a detailed operational plan that is summarised as part of a termly review of progress and impact. This report is shared with Directors and Joint Committee to note progress as well as determine future areas for scrutiny and challenge.

1.1 Background

- Joint Committee approved a 3% cut to the core contributions to the Consortium, as well as the recommendation within the medium-term financial plan for a 1% cut in both 2021/22 and 2022/23.
- 97% of the 2020/21 Business Plan was funded from grants received from WG.
- There are five improvement objectives that relate directly to the national mission:
 - **Objective One:** Develop a high-quality education profession.
 - **Objective Two:** Develop highly effective leadership to facilitate working collaboratively to raise standards.
 - **Objective Three:** Develop strong and inclusive schools committed to excellence, equity and wellbeing.
 - **Objective Four:** Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system.
 - **Objective Five:** Improve the effectiveness and efficiency of CSC.
- Improvement planning processes included engagement with all CSC staff to ensure their expertise contributed to the development of the Business Plan and increased ownership. This included a whole staff planning day to which Directors, Head Teachers and wider partners were invited.
- A drive team was established for each objective to take ownership of delivery and achievement.
- Drive teams refined the detail of the Plan, working with specific aspect leads.
- Key outcomes and actions from the Business Plan and associated operational plans formed the basis of the organisation's operational monitoring processes. Monitoring documents act as rolling templates, updated through half-termly meetings between the drive teams, the operations manager, finance representatives and the Senior Management Team.
- To ensure effective monitoring and oversight of the Business Plan, the 2020/21 approach has seen priorities aligned with the budget monitoring process. A finance representative is allocated to

each drive team. This has vastly improved the efficiency of monitoring budgets alongside the Business Plan.

- The progress with the Business Plan and associated finance is also monitored by WG through the Challenge & Review sessions.

2.0 Self-Evaluation Review Process

A termly cycle of business planning has been adopted to ensure efficient evaluation of the CSC Business Plan and related budgets. The evaluative narrative produced at the termly review meetings complements the self-evaluation of aspects not covered in the Business Plan. This activity is undertaken by the leads for each aspect and discussed with the Senior Management Team.



3.0 Summary of Progress

Priority	Elements	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	Progress Affected By COVID-19
1.1	5	0	1	4	0	0
1.2	3	0	1	2	0	0
1.3	1	0	1	0	0	0
1.4	16	0	9	4	3	0
1.5	5	0	0	3	2	0
1.6	1	0	0	1	0	0
1.7	4	0	1	3	0	0
1.8	4	0	0	2	2	0
1.9	26	0	5	18	3	0
1.10	13	1	4	8	0	0
1.11	1	0	0	1	0	0
2.1	8	1	0	7	0	0
2.2	2	1	1	0	0	0
2.3	6	3	0	3	0	0
2.4	5	1	0	3	0	0
2.5	1	0	1	0	0	0
2.6	1	1	0	0	0	0
2.7	1	0	1	0	0	0
2.8	1	0	0	1	0	0
3.1	5	1	0	0	2	2
3.2	4	0	1	2	1	0
3.3	5	3	1	1	0	0
3.4	3	0	0	3	0	0
3.5	9	1	3	3	2	0
3.6	1	0	1	0	0	0
4.1	4	1	1	2	0	0
4.2	2	0	2	0	0	0
4.3	6	0	2	4	0	0
4.4	5	0	2	3	0	0
4.5	6	0	1	2	3	0
5.1	5	3	1	1	0	0
5.2	4	0	3	1	0	0
5.3	5	0	0	5	0	0
5.4	7	6	1	0	0	0
5.5	1	0	1	0	0	0

Autumn Term Summary 2020/21						
Business Plan Actions	Elements	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	Progress Affected By COVID-19
Totals	176	23	45	87	18	2
Percentages	100%	13%	26%	49%	10%	1%

The above grids indicate that as of January 2021 there has been:

- Very Good or Strong Progress made in 59% of elements.
- Limited Progress made in only 13% of elements, of which 13% (3 elements) were not due to have started yet. Of the 13% not started, these were based on the timeline of completion being targeted for the Spring term.
- Only 1% of elements has been significantly affected by COVID-19.

3.1 Objective 1: To develop a high-quality education profession

Progress Headiness: Strong and Very Good Progress

- Professional Learning Alliance days allocated to workstreams and regular contact provided.
- Foundation Phase Hubs and Lead Practitioners working closely with Strategic Leads to co-construct programmes.
- Leading change workshops as part of the national programme are live on Cronfa (2 x English Medium and 1 x Welsh Medium) to support the development of schools as learning organisations.
- 4 Leading change cohorts now complete with a monthly session planned until February.
- Successful award of funding for the Initial Teacher Education/Newly Qualified Teacher Transition project to be known as Think like a Teacher resulted in effective collaboration between Induction and Initial Teacher Education teams.
- 14 schools in CSC and 9 schools in EAS committing to participate in a project designed to make expert practice explicit to Newly Qualified Teachers and student teachers.
- All targets for CSC relating to the number of secondary and primary salaried Initial Teacher Education students and secondary and primary part-time students have been met for the academic year 2020-2021.
- Initial Teacher Education handbook is in its second iteration and draws upon the expertise of both Initial Teacher Education schools and providers.
- All lead enquirers identified and engaged with National Professional Enquiry Project launch event.
- The Curriculum for Wales (CfW) implementation programme has been revised as an e-learning resource.

- CSC Professional Learning Offer aligns closely with CfW and considers the current COVID-19 situation for schools.
- There is a comprehensive Professional Learning Offer across all areas.
- Network and Areas of Learning and Experience meetings due to be held across areas before the end of the term.
- 467 Areas of Learning Experience Network meeting attendees to date.
- Work has progressed in partnership with CDSM to release software enhancements to support e-learning strategy.
- Online Professional Learning Offer expanded to capture 'coming soon'.
- Focused Professional Learning bulletin 20 October.

Progress Headiness: Limited and Satisfactory

- The Induction programme has now been developed by the National group as an asynchronous online programme for all new Teaching Assistants to access.
- All modules are completed for the Aspiring Higher Level Teaching Assistant Programme, as is the Candidates Handbook and Facilitator Guide.
- Work is ongoing to develop the suite of Assessor resources ready for the end of Cylch 1 in Spring 2021.
- The Facilitators Guide is complete, as is the Candidates Handbook.
- The Aspire professional learning programme has been transposed to an online e-ASPIRE programme. All participating e-ASPIRE schools attended a training session on 12 October and were given access to the first two sessions, a tutor guide and session notes.
- 30 pan-Wales training sessions for Newly Qualified Teachers, Induction Mentors and External Verifiers took place between September and October.
- Additional professional learning offer for Induction Mentors, including Coaching and Mentoring materials, teaching and learning support and Think Like A Teacher portfolio is being developed and will be rolled out in Spring term 2021.
- Peer support through network meetings has been well received by schools and well attended.
- Secondary network meetings have been advertised for Geog, History, RS and Business studies in Autumn term 1, but limited uptake by schools. Meetings have been postponed until later in Autumn term 2.
- Regional oracy and vocabulary strategies and approaches shared through e-learning programme Uptake of programmes remain high.

- A level networks are taking place in response to Estyn recommendation, new network Lead Practitioner established for A-level Psychology and priority for Business shared with existing Lead Practitioner.
- Secondary pilot of Cymraeg Campus ongoing - one school ready to be assessed. Welsh language charter officer leading ongoing regional workstreams on assessment and collation of Starter laith resources.
- Ongoing discussions with Welsh Books Council regarding arrangements for Spring term. Resources purchased for adjudicators.
- Dwlw Darllen to be held virtually during the Spring term.
- In addition to the ongoing creation and sharing of resources in 'Y Pair', a new resource to be published 13th October on a new text to be studied for GCSE: Llyfr Glas Nebo. Primary work to be determined following agreement with the other three regions.
- Resources continue to be created and shared on Hwb. In addition, a new community created on Hwb (Y Gist) to support the creation and sharing of resource. Future projects identified for the primary sector - discussions ongoing with primary colleagues.

3.2 Objective 2: Develop highly effective leadership to facilitate working collaboratively to raise standards

Progress Headiness: Strong and Very Good Progress

- All current national leadership pathway programmes restarted.
- Facilitators retrained in blended model. Days 4 and 5 developed into online modules.
- All modules have been re-written for online delivery. Dates communicated with participants for modules and welcome briefings.
- Bespoke Merthyr Middle Leaders Development Programme project developed and starting Spring 2021.
- Additional 6 cohorts established for Middle and Senior leader programmes due to high demand.
- Additional facilitators identified for Middle Leaders Development Programme/ Senior Leaders Development Programme. Facilitators trained and cohorts allocated for delivery starting in Jan 2021.
- Governor's Self-Evaluation Toolkit has been completed and is ready to pilot with minor refinements needed. However, due to COVID-19 and Governor's support being needed for schools, it has not yet been shared.
- The Governor Training repository has been updated to reflect the implications of COVID-19 on various aspects of school governance e.g. data changes, Headteacher Performance Management.

- The 'Curriculum for Wales' playlist is ready to be shared.
- The 'Governor assignments' are still live on Hwb and have been used by Governors as professional training.
- Leadership coaches identified for leadership pathway programmes and received one day introduction to coaching from Chrysalis.
- 38 CSC participants in cohort 1 undertaking the role of 'supervisor coach' as part of the national Coaching and Mentoring Programme
- Changes to the original structure of the National Coaching Programme will now allow for 'Supervisor Coaches' to deliver the 3 day programme across CSC in spring 2021, training at least 114 participants.
- Successful appointments process completed for Regional Leads for Governance (RLGs) whose work will commence from March 2021.

Progress Headiness: Limited and Satisfactory

- Capacity for collaboration schools to support each other diminished by demands of school operation due to COVID-19.
- The Governor Training repository has been updated to reflect the implications of COVID-19 on various aspects of school governance, e.g. data changes, Head Teacher Performance Management.
- A project has started with an external Governor Consultant (Matt Miller) to develop the work and focus of the Governor Improvement Groups. The pilot will be Merthyr based and dovetails with Merthyr's Raising Aspirations, Raising Standards (RARS) strategy.
- The previous year's ceremony for the Annual Teaching Awards was held virtually in December. There are no plans to hold one in May 2021 as yet.

3.3 Objective 3: Develop strong and inclusive schools committed to excellence, equity and wellbeing

Progress Headiness: Strong and Very Good Progress

- All staff at CSC to receive a Behaviour and relationships workshop from Tom Sherrington 24/9/20.
- Local Authority staff invited to Tom Sherrington training and will involve Local Authority staff in the Monitoring Evaluating and Reviewing training planned for Improvement Partners.
- Equity and Excellence strategy has been designed and has been shared and released for consultation. This document is ready and available for schools and will be used by Improvement Partners to support schools.

- ALN Act. Regional documents have been co-constructed and twice disseminated for consultation regarding the decision making progress in identifying ALN in mainstream schools. This has included health, headteachers ALNCo's and local authority staff.
- Engagement in professional learning. There have 348 professional learning sessions attended under the equity and well-being PDG CLA events up until the 31st December 2020. Evaluations are being analysed.

Progress Headiness: Limited and Satisfactory

- All Improvement Partners and strategic staff aware of the requirements for this year's PDG grant and how CSC as an organisation are going to evaluate the impact on Free School Meal learners. Over 340 summaries have been collated by Improvement Partners. High level summaries of trends and areas of interest to be provided.
- Additional Learning Needs audit information has been distributed to all Principle Improvement Partners for their respective Local Authorities. In the main, the results of the audit are pleasing. However, further work will now need to be undertaken by CSC officers and Local Authority officers to use the results of the survey in order to collaboratively provide support for schools where progress has been judged to be limited or satisfactory.
- Professional Learning delivered to Improvement Partners in September in relation to Objective 3, and vulnerable learners and the role of the improvement partner in ascertaining the quality of provision in lessons for Additional Learning Needs pupils.
- Middle leader programmes paused during the Spring/Summer 2020 have now restarted. Any participants enrolled in the programme prior to lockdown will continue where they left off. The remaining sessions will be facilitated via 'online' sessions. Further cohorts will begin in January 2021.
- New support model pilot, inclusion expert review and development of national e-learning programme not yet started due to COVID-19.

3.4 Objective 4: Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system

Progress Headiness: Strong and Very Good Progress

- Shared form developed by data team for the evaluation of professional learning ready to be launched.
- Evaluation form developed by data team for all programmers/events
- Focus groups of high/low engagement in Professional Learning Offer planned for January 21.

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- Cardiff Met will play a part in the Daniel Sobel project by chairing a focus group, supporting in the development of the evaluative report and seeing how this can be used to identify effective practice in the use of the pupil development grant and the pupil development grant for children looked after.
- Professional Learning induction completed.
- Situational leadership and coaching conversations provided to all staff. E-professional learning launched. Website updated and shared with schools via regular communications and CSC staff in Professional Learning sessions.
- Leading change modules October/November 20. For National Programme 4: Leading change cohorts now complete with a monthly session planned until February.
- Asynchronous Professional Learning and pedagogy modules ready to launch in January 21.
- CSC Professional Learning playlist launched with updated documents.
- Facilitation training to strategic team completed.
- All school facing staff have received coaching conversation training and situational leadership training.

Progress Headiness: Limited and Satisfactory

- All statutory data collections for 2020 data for Foundation Phase Key Stage 3 were suspended, with Key Stage 4 and 5 data for 2020 issued with restrictions on its' use for accountability purposes.
- Gathering of evidence is somewhat limited as intelligence gathering in schools currently a difficult process, in particular collection of pupil work and listening to learners' activities is difficult.
- Work currently in development to streamline evidence requirements for different reporting requirements both within CSC and within the region.
- Welsh Government have resumed work on the development of the National Evaluation and Improvement Resource (NEIR) to support effective self-evaluation processes in schools.
- Work has been undertaken to ensure the resource links coherently to the Schools as Learning Organisations.
- Professional Learning Journey and is now provisionally set out under 6 headings: Vision, Leadership, Wellbeing, Teaching, Curriculum, Blended Learning.

3.5 Objective 5: Improve the effectiveness and efficiency of CSC

Progress Headiness: Strong and Very Good Progress

- Latest analytics (website / social media) demonstrate growth in engagement across all channels.

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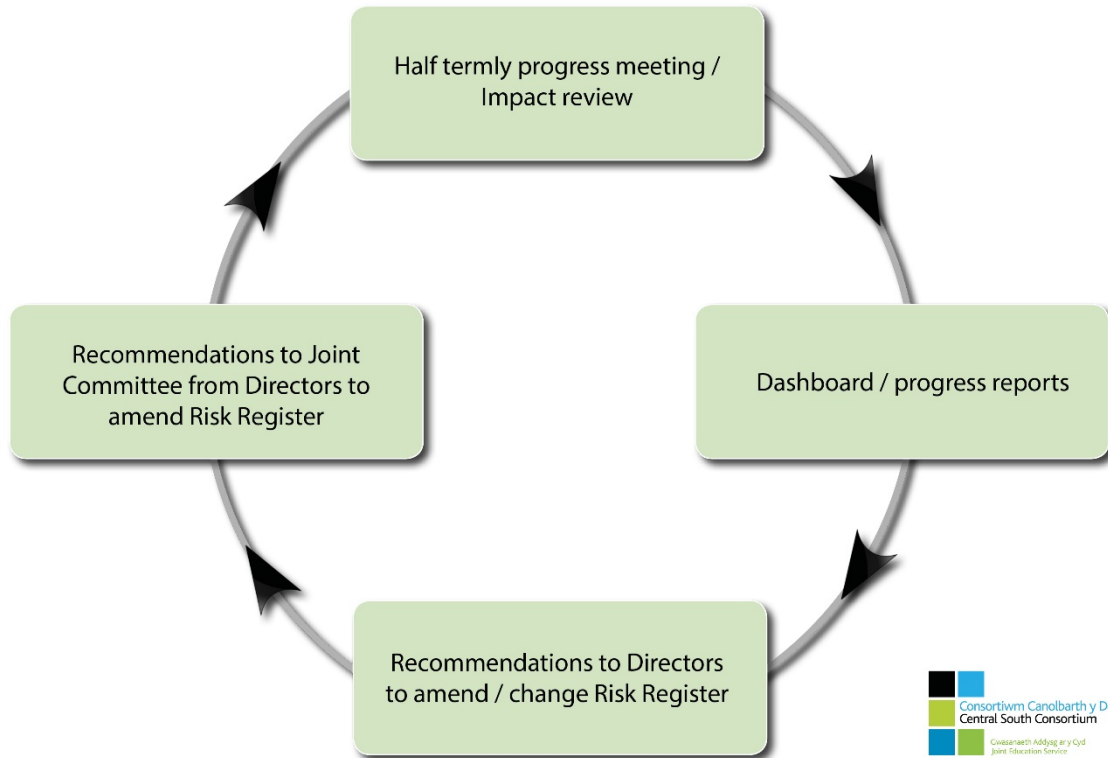
- Guidance policy and twitter guidance updated and included in the Communications Playlist shared with all staff.
- Social media impact report for March - September complete.
- Professional Learning Offer section created within Knowledge Bank with submenus for all Areas of Learning and Experience and strategic areas.

Progress Headiness: Limited and Satisfactory

- Proposals for governance have been approved by Joint Committee in December 2020. Terms of reference for all groups to be developed and shared at Joint Committee meeting in March 2021
- National media campaign on hold indefinitely due to current pandemic.
- CSC Performance Development proposals developed. Will be shared with Unions in January 2021
- The Research & Evaluation Board decided that the annual survey of teachers and pupils would not go ahead this academic year due to the additional pressures put on school staff as a result of the COVID-19 pandemic.

4.0 Identification of Risks

Following the half-termly review and termly impact review meetings, risks and barriers are identified and shared with to stakeholders via the progress reports. Risk holders review and make recommendations to Directors for changes/updates to the risk register. Directors review and make final recommendations to Joint Committee to changes to the CSC risk register at termly meetings.



In relation to the actions judged to be potential risks, outlined below is an overview of the specific actions concerned.

Areas of Potential Risk / Barriers To Progress		
Objective	Action	Progress/Comment
1.10d	Strengthen the provision and support for participants following engagement with the Welsh Sabbatical Programme.	CSC plans in place for virtual networking and sharing of impact and best practice for 2019-20 cohort for Spring 2021. 2020-21 cohort: Virtual training session delivered by WiEOs 23/10/2020. Sessions arranged for Spring term, date tbc.
1.10l	Review, through collaboration with EAS, the impact of the Welsh leadership pilot programme for English medium primary schools: Developing Welsh Language and Culture.	Meeting held with NAEL (12.10.20) to evaluate the project and possible plans for development. Working closely with EAS to ensure day 1 and 2 of programme are available online for leaders to access and use with staff. We aim to hold day 2 of the leadership training during Spring 2021 and further meetings with EAS are diarised for January 2021.
2.3d	Review GIGs (Governing Body Improvement Group) to maximise their impact on providing effective leadership, challenge and support.	No progress to date.
2.3f	Further develop the coaching programme for Governors to improve their effectiveness in their challenge and support role.	No progress to date.
2.7a	School to attend joint consortia training with Lyn Sharratt.	Difficulties in organising remote sessions. Regional work party to revise expectations.
3.1d	To use the Inclusion Expert to review secondary schools within CSC.	Not yet started. Due to COVID-19 this action has had to be delayed.
3.5f	Children Looked After Friendly version 2 resource	LA Officers doing last revisions. This was delayed because of COVID-19. Don't know how we will distribute these books yet. Decisions on the distribution and last evaluation. Resource in translation stage.